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AUTHOR	Richardson, Bill K.; And Others
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ABSTRACT

There currently exists a clear need for counseling process research scales developed to reflect the specific behaviors unique to vocational rehabilitation counseling interviews. In research at the Menninger Foundation, Taylor developed methods for constructing example-anchored (EA) scales which increase rater reliability and decrease response error when measuring complex clinical and social phenomena. The unique features of EA scales are high reliability and a relatively simple rating task. The purpose of this study was to develop and evaluate EA scales based on three of Carkhuff's facilitative dimensions of interpersonal functioning (emphathic understanding, genuineness, and respect) for use in rehabilitation settings. Using Taylor's scale construction technique, EA scales of the three Carkhuff dimensions were developed in rating counseling interviews collected from a national sample of vocational rehabilitation counselors. This procedure of using vignettes was derived from typescripts of rehabilitation counseling interviews conducted by counselors. A comparative reliability study was made. Results indicate that the example-anchored scales obtain rating results similar to the Varkhuff descriptive scales. However, the EA were more reliable, better adapted to vocational rehabilitation counseling, and more applicable in a variety of rehabilitation settings such as research, evaluation, and training activities. (Author/HMV)

RESEARCH REPORT

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DEVELOPMENT AND EVALUATION OF EXAMPLE-ANCHORED SCALES OF INTERPERSONAL FUNCTIONING FOR REHABILITATION COUNSELING RESEARCH

Bill K. Richardson
Morris Smith
Brian Bolton

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ARKANSAS REHABILITATION RESEARCH & TRAINING CENTER

University of Arkansas

Arkansas Rehabilitation Services

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Arkansas Rehabilitation Research and Training Center

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Rating Scales for measuring interpersonal processes in rehabilitation counseling research have been derived mainly from psychotherapeutic research models (Truax & Carkhuff, 1967), or from a general helping relationship model (Carkhuff, 1969a, 1969b, 1971). The results of research conducted to date in vocational rehabilitation settings (Ayer & Butler, 1969; Johnson & Koch, 1969; Rubacher & Woods, 1969) and other counseling settings point to numerous methodological problems. These problems include low rater reliability, lack of differentiation of a restricted range of rated counselor behavior, and high intercorrelations among the interpersonal skill dimensions rated. Scales typically used are descriptive or global, labeled at various intervals or levels with adjectives or descriptions of behavior hypothesized to be reflected at various points on a continuum. The methodological difficulties encountered with these rating scales may be the result of reliance upon absolute, rather than comparative judgments, and the failure to determine unidimensionality (or order) of the universe of behavior being measured. A more pronounced problem, from the standpoint of vocational rehabilitation counseling research, is that the rating scales generally used are based on conceptual systems of interpersonal functioning developed in a clinical setting, thus presenting a

normative scaling framework based on other counselor or client populations. There currently exists a clear need for counseling process research scales developed to reflect the specific behaviors unique to vocational rehabilitation counseling interviews.

In research at the Menninger Foundation, Taylor (1968a, 1968b; Taylor, Haefele, Thompson, & O'Donoghue, 1970) developed methods for constructing example-anchored scales which increase rater reliability and decrease response error when measuring complex clinical and social phenomena. The unique features of example-anchored scales are high reliability and a relatively simple rating task. Moreover, Bolton (1970, 1971), in using the Taylor scale construction method in developing the Revised Scale of Employability, has demonstrated the potential application of this technique to developing rating scales for use in rehabilitation service settings. This approach not only has the potential of improving the reliability of raters, but in addition, offers a better vocational rehabilitation counseling-based model, "tailor-made" for evaluating levels of rehabilitation counselor interpersonal functioning.

The purpose of this study was to develop and evaluate example-anchored scales based on three of Carkhuff's facilitative dimensions of interpersonal functioning (empathic understanding, genuineness, and respect) for use in rehabilitation settings.

Method

The Example-Anchored scale construction technique. Three steps comprise the Taylor method. After the important behavioral dimensions are selected,

12 to 25 short anecdotes or vignettes are prepared for each dimension. The vignettes can be condensed from case histories or they can be written by practitioners. The sets of vignettes are then submitted to four to eight judges to be ranked independently from high to low on the respective dimensions (the test of unidimensionality). If agreement among the judges is sufficiently high (average interjudge agreement of $r > .75$ and mean rank stability of $r > .95$), then from 6 to 10 of the most agreed-upon vignettes from each set are placed in descending order on 100-point thermometer-like scales. The final step is the actual tryout of the example-anchored rating scales to evaluate rater reliability. If the reliability coefficients are acceptable, the scales are ready for adoption.

Development of the Example-Anchored Scales of Interpersonal Functioning

Using Taylor's scale construction technique, example-anchored scales of the three Carkhuff facilitative dimensions--empathic understanding, genuineness, and respect--were developed for use in rating counseling interviews collected from a national sample of vocational rehabilitation counselors. This procedure using excerpts (vignettes) derived from typescripts of rehabilitation counseling interviews conducted by counselors who were participants in an eleven-state research project at the University of Arkansas, which has as its objective the study of client-counselor interactions, patterns of rehabilitation agency service, and client outcome.

Construction. The three example-anchored scales were constructed as follows. In the first step, two sets of 20 excerpts each were selected for each

of the three Carkhuff dimensions from typescripts of counseling interviews collected from rehabilitation agencies in three states. The typescripts were based on counselor-client interactions recorded following the intitial interview. The 20 excerpts for each set were placed on 5x8 index cards for rating. Each rater, who was trained on one of the three Carkhuff dimensions, was provided with a set of instructions for ranking the 20 excerpts from high to low on a specific dimension using the Carkhuff (1969) descriptions of each of the three dimensions. The two sets of 20 excerpts for each dimension were combined into one set of 20 excerpts for the final ranking. Four raters independently ranked each of the three sets (empathic understanding, respect, and genuineness) and the 9 best (most agreed upon) excerpts were selected to anchor the final scales.

The final step in scale construction was to arrange each set of excerpts, which were found to constitute unidimensional rating scales, on a thermometer-like 100-point scale. In a procedure slightly different from the scaling used by Taylor, the 9 excerpts were placed at 10-point intervals from 10-90 on the thermometer scale. The reason for using equidistant points for placing the anchors was that the excerpts constituted only an ordinal scale, and placing them at equal intervals simplified the format. Copies of the three scales appear in Appendix A.

Experimental Evaluation of the Example-Anchored Scales

A comparative reliability study was made which compared the example-anchored (EA) scales and the Carkhuff descriptive (CD) scales on the three

facilitative dimensions. Six raters (two per dimension) used the example-anchored (EA) and Carkhuff descriptive (CD) scales to rate six rehabilitation counseling taped interviews in a counterbalanced design (outlined in Figure 1) with a one-week interval between reratings. Interviews rated were randomly selected from counselor participants in the national study. The rater was instructed to match the counselor interpersonal functioning behavior demonstrated in each three-minute segment of the tape with the example excerpts on the EA scale when using each of the latter scales. In using the CD scales, instructions giving the description of each level were made available in a standard form for each rater. Reliability coefficients for each procedure were computed between pairs of raters for each dimension over six interviews. As Figure 1 shows, the counterbalanced design provided an estimete of reliabili y for an intitial three taped interviews, and the final three interviews, under two sequential conditions for each scale.

Figure 1. Comparative Reliability Design

	3 Interviews			3 Interviews	
6 raters	2 (E) 2 (G) 2 (R)	(CD)		2 (E) 2 (G) 2 (R)	(EA)
			(ONE WEEK)		
Same 6 raters	2 (E) 2 (G) 2 (R)	(EA)		2 (E) 2 (G) 2 (R)	(CD)

Results

Evaluation of Unidimensionality (Construct Validity). The test of unidimensionality was applied to the rankings by computing Kendall's coefficient of concordance (W) for the four judges for each of the initial three sets of 20 excerpts. Each

of the sets demonstrated agreement of ranking comparable to the minimum standards of acceptability provided by the Taylor procedure described above. From each set, the 11 least agreed-upon excerpts were discarded and W was recomputed, as was the mean rank stability for each set. Table 1 indicates that the stability for pooled ranks exceeds the criterion of acceptability for each of the three final sets of excerpts. The interpretation of the mean rank stability coefficient in this case is as follows: If a different sample of four judges independently ranked the sets of 20 excerpts, and the same 11 were discarded from each set, the composite rankings by the two groups of judges for each set would probably be identical.

Table 1

Unidimensional Order and Mean Rank
Stability for Three Example-Anchored Rating Scales

Scale	Coefficient of Concordance (W)		Mean Rank Stability (r_{xx})	
(No. of excerpts)	(20)	(9)	(20)	(9)
Empathy	.90	.98	.96	.99
Genuineness	.72	.94	.83	.98
Respect	.89	.97	.96	.99

Evaluation of Rater Reliability for the Example-Anchored and Carkhuff Descriptive Scales. One of the questions this study asked centered around comparing the reliability of raters in rating each of the three dimensions on the example-anchored (EA) and Carkhuff descriptive (CD) scales. The results presented in Table 2 include the Pearson correlation coefficients obtained between the pairs of raters using the EA and the CD scales. The results suggest that higher reliability may be obtained using the example-anchored scales. Pearson correlation coefficients obtained for empathic understanding were .41 and .31 for the EA and CD

scales respectively. Spearman-Brown estimates of the reliability of composite (average) ratings for two raters produced stepped-up coefficients of .58 and .47. On the respect dimension, reliability coefficients of .79 and .71 were obtained. The estimated reliabilities for the composite ratings are .88 and .83 for the EA scale and CD scale respectively. For genuineness a slightly higher agreement was indicated for the CD scale (coefficients of .92 and .87). The corresponding Spearman-Brown reliabilities are .96 and .93.

Table 2
Reliability Between Raters on Example-Anchored and Carkhuff Scales

	Example-Anchored						Carkhuff Descriptive					
	Rater 1		Rater 2				Rater 1		Rater 2			
	$\bar{X}$	SD	$\bar{X}$	SD	r	r_2	$\bar{X}$	SD	X	SD	r	r_2
Empathy	56.7	7.8	59.5	11.2	.41	.58	3.4	.58	3.6	.42	.31	.47
Genuineness	60.0	10.8	60.8	10.3	.87	.93	3.3	.54	3.3	.52	.92	.96
Respect	62.8	10.6	65.9	10.7	.79	.88	3.6	.62	3.8	.56	.71	.83

r_2 = Spearman-Brown estimate of reliability of composite (average) for two raters

Tentative Equating Study of the Example-Anchored and Carkhuff Descriptive Scales. This study examined the extent to which it is possible to obtain the same rating results using the example-anchored (EA) and the Carkhuff descriptive (CD) scales. As Table 3 shows, relatively high correlations were obtained between the EA and CD scales for the three dimensions over the six interviews. For each dimension, the following correlation coefficients were obtained: empathic understanding (r=.70), genuineness (r=.75), respect (r=.80).

Table 3
Pearson Correlations of Ratings on Example-Anchored (EA) and Carkhuff Descriptive (CD) Scales Based on Six Interviews

	Example-Anchored (EA) (6 interviews)		Carkhuff Descriptive (CD)		
	$\bar{X}$	SD	$\bar{X}$	SD	r
Empathy	58.1	8.0	3.5	.40	.70
Genuineness	60.2	10.2	3.3	.52	.75
Respect	64.4	10.2	3.7	.53	.80

Discussion and Implications

The meaning of the findings centers on the validity of the operational definitions of the counselor relationship dimensions provided by the Carkhuff descriptive scales, and the concepts of the psychotherapeutic process from which the latter evolved (Rogers, 1967). In this study, the focus has been on refining three rating scales of facilitative conditions.

It may be asked, what is to be gained from the research findings of this study? For the most part, the comparison of the two scales demonstrates that the example-anchored (EA) scales obtain rating results similar to the Carkhuff descriptive (CD) scales. However, the EA scales clearly offer several advantages.

First, the example-anchored scales demonstrate psychometric advantages. A modest gain in reliability was observed in using the example-anchored scales. The Carkhuff scales use descriptions at each facilitative level, whereas the example-anchored procedure by the nature of its construction results in a refined psychometric scale which reflects comparative rather than absolute judgments of counseling behavior. For research in rehabilitation counseling, which seeks to

establish relationships between the nature of interpersonal processes provided by vocational rehabilitation counselors in the helping interview and clients' ability to cope with their disabilities, it is necessary to establish the most reliable scales possible for rating rehabilitation counseling interviews. The example-anchored scales used in this study offer an improved strategy for studying interpersonal processes in rehabilitation counseling; not only do they offer relatively higher reliability estimates, but also the comparative judgments reflected in the scales offer a potential means for avoiding previous methodological deficiencies in judging complex dimensions of the counselor-client interaction.

Second, and more important than the psychometric advantage, are insights gained from adapting the Carkhuff scheme to vocational rehabilitation counseling. Because rehabilitation counseling is typically vocationally oriented, the vocational goal of placement in training or work activity represents a part of the treatment. For this reason, counselor activity in the vocational rehabilitation counseling interview often bears little resemblance to the activity of counselors who work in clinical or psychotherapeutic settings, and therefore counseling process scales are needed which are based on normative information of vocational rehabilitation counseling interviews. However, to date there has been a total neglect of this matter. Consequently, prior research findings, rating rehabilitation counselors by psychotherapeutic research models developed on clinical counselor-client populations (Johnson & Koch, 1969; Anthony & Carkhuff, 1970), have shown rehabilitation counselors consistently functioning below minimally facilitative levels. The excerpts incorporated in the EA scales based on actual vocational rehabilitation counseling

interviews clearly tailor the scales to differentiate counselor level of interpersonal functioning.

The example-anchored scales have been shown to efficiently train raters to identify levels of counselor interpersonal functioning. Furthermore, the EA scales offer a rating procedure more appropriate to the level of competence of raters that typically can be employed in state agency research. The frequent use of the Carkhuff scales by raters with advanced graduate work raises some question about the limitation of these scales for use in vocational rehabilitation settings. Raters using the example-anchored scales do not need to be professionally trained. Presently, the implementation of the rating procedures with the Carkhuff scales are completely dependent on a trainer's level of discrimination and communication, or his own interpretation of the conceptual system which may lack the appropriate range of behaviors typically present in vocational rehabilitation counseling interviews. The EA scales demonstrate the typical range of counseling behaviors and therefore are potentially more discriminating across facilitative levels. Time required in training nonprofessional personnel is greatly reduced. However, recruited personnel need to initially demonstrate a proficient level of discrimination ability. The experience of this study suggests that nonprofessional staff can be efficiently trained to use the EA scales in counseling research.

Finally, because the EA scales are based on normative rehabilitation counseling interview behaviors, they are broadly applicable in a variety of rehabilitation settings in conjunction with research, evaluation, and training activities.

With numerous agencies now designating their own staff development personnel to train and upgrade rehabilitation counselors in interpersonal skills, the example-anchored scales may provide a practical method for evaluating rehabilitation counseling performance and implementing appropriate inservice training. Specifically, staff development and inservice training personnel can use the example-anchored scales to determine with greater accuracy the training needs of agency personnel, and as a basis for developing individualized instruction for counselors.

The example-anchored scale method, because of its ease and convenience, offers a very useful procedure for vocational rehabilitation agency staff in a special setting to develop rating scales which measure specific interview competencies unique to their own personnel and client population. For the researcher, this method can be utilized in a variety of rehabilitation settings to study counselor-client interaction and its relationship to client outcome. In the same manner, the rehabilitation counselor educator may use the EA scales to evaluate student development in practicum and internship experiences.

Future plans for the EA scales will require further concentration on obtaining reliability estimates in a variety of rehabilitation settings. Moreover, it is conceivable that an improved systematic selection of behavioral examples for each of the facilitative dimensions can be explored by using a factor analysis approach.

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Co I think I understand. I know you feel very, very depressed probably right now. Just, you're down like you said, mentally, physically and emotionally.
Cl I do....
Co And it's just uh, you feel you don't know which way to go.
Cl That's right. Like you want the world to stop and let you off.

80

Cl I would like to see the.... I really would like to see the children but under these unfortunate circumstances – uh – But things happened the way they did.
Co Uh Huh.
Cl At times I can hardly understand it – the way it is.
Co It is like...your world kind of caved in all the way around.

70

Cl Believe it or not. It's kinda hard, you know, being cut down on four sides, you know. But, I...(pause)
Co You really feel like you have some confidence in yourself now.

60

Cl I stop and think even on the phone because I'm still self-conscious about my hand. I don't know how much longer I might want to wear this glove or keep it covered up.
Co You still feel self-conscious about it?
Cl Um-hum, it's just that it is hard...with other people, you know...
Co You feel that people are looking at you.

50

Cl Um huh, that's no going to happen to me. Cause I want a job and I don't want to be getting money from my parents the rest of my life. That ain't going to continue in my life.
Co You really want to make your own money.
Cl Yeah, that's the way I want to do and that's why I know that's what God wants me to do.
Co You want to be able to stand on your own two feet.

40

Co In other words you like to be the one that makes all the decisions, but if the decision we feel is not realistic then we might say, well it's not realistic. But if you have to do it, you have to do it.
Cl Right, well see my attitude and point of view is that I don't like what I'm doing now.
Co Yeah.
Cl Doing nothing is getting me nowhere....
Co That will, that will happen.

30

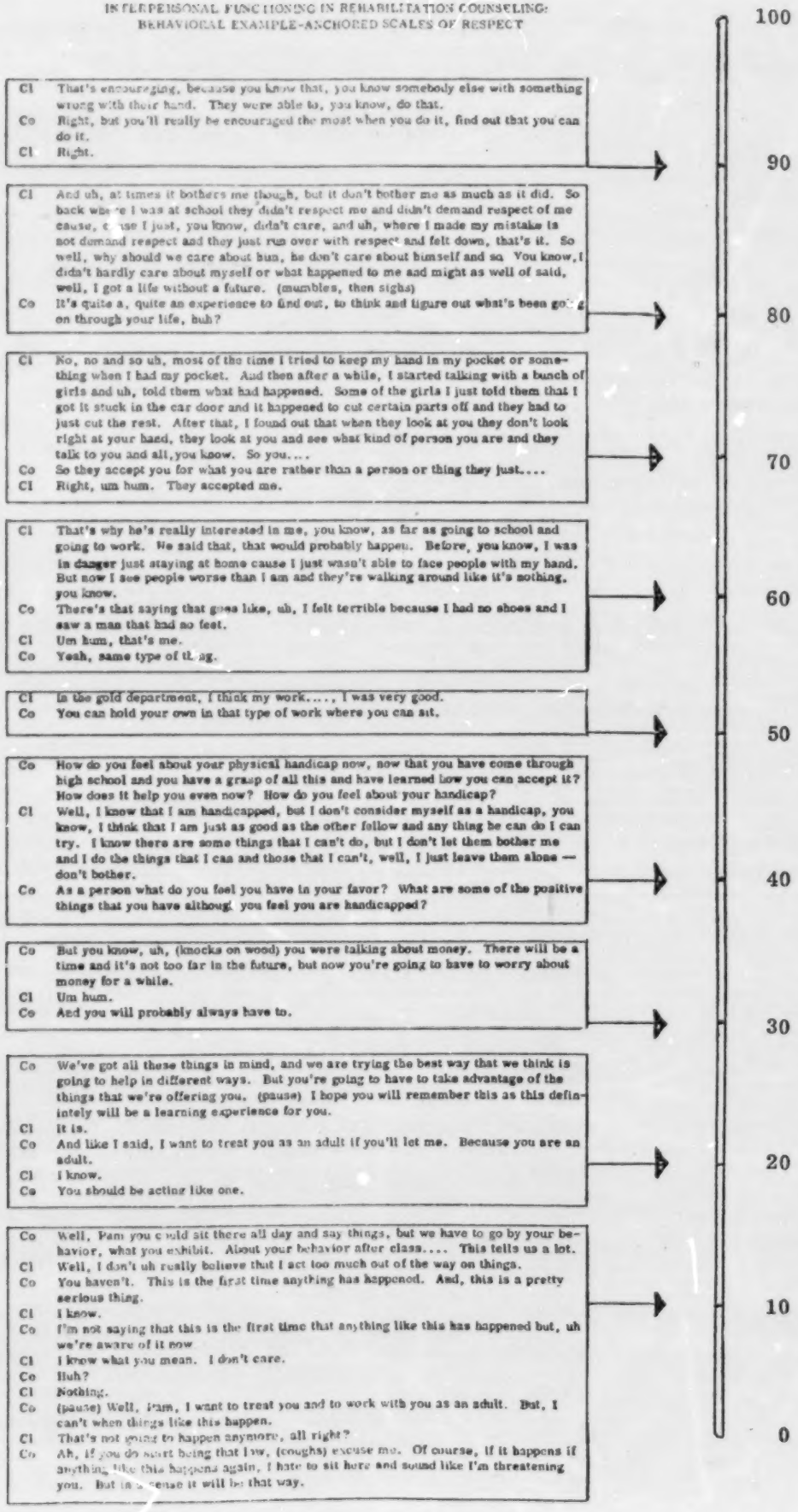
Cl Well, I could. As far as lacking the driver's test to get my license and everything, I don't need that but I figured that when I could get a certificate....
Co Yeah
Cl If I took driver's education you know, the book work, if I could get that, it would be just as good as an insurance policy.
Co You might could do something like that, I don't know.

20

Co Feeling better? Any worse? About the same?
Cl No it's my stomach.
Co Is it upset?
Cl It stays upset. It bothers me...so I can't do a thing.
Co All right, about your evaluation...
Cl You know I felt this way about two weeks before I lost my baby, I'm not pregnant though.

10

Co Are you on any kind of medication now for your hand, for your nerves or anything?
Cl No, I think I need to be.
Co Do you?
Cl But, um -- I tried to kill myself with some nerve pills one time.
Co Did you?
Cl And mother just quit buying them for me after that.
Co Yeah -- well now, what I was thinking was maybe in terms of something just more or less just to relax you every once in a while.


Cl That's encouraging, because you know that, you know someboly else with something wrong with their hand. They were able to, you know, do that.
Co Right, but you'll really be encouraged the most when you do it, find out that you can do it.
Cl Right.
100
90
Cl And uh, at times it bothers me though, but it don't bother me as much as it did. So back when I was at school they didn't respect me and didn't demand respect of me cause, cause I just, you know, didn't care, and uh, where I made my mistake is not demand respect and they just run over with respect and felt down, that's it. So well, why should we care about hun, he don't care about himself and so. You know, I didn't hardly care about myself or what happened to me and might as well of said, well, I got a life without a future. (mumbles, then sighs)
Co It's quite a, quite an experience to find out, to think and figure out what's been going on through your life, huh?
80
Cl No, no and so uh, most of the time I tried to keep my hand in my pocket or something when I had my pocket. And then after a while, I started talking with a bunch of girls and uh, told them what had happened. Some of the girls I just told them that I got it stuck in the car door and it happened to cut certain parts off and they had to just cut the rest. After that, I found out that when they look at you they don't look right at your hand, they look at you and see what kind of person you are and they talk to you and all, you know. So you....
Co So they accept you for what you are rather than a person or thing they just....
Cl Right, um hum. They accepted me.
70
Cl That's why he's really interested in me, you know, as far as going to school and going to work. He said that, that would probably happen. Before, you know, I was in danger just staying at home cause I just wasn't able to face people with my hand. But now I see people worse than I am and they're walking around like it's nothing, you know.
Co There's that saying that goes like, uh, I felt terrible because I had no shoes and I saw a man that had no feet.
Cl Um hum, that's me.
Co Yeah, same type of thing.
60
Cl In the gold department, I think my work...., I was very good.
Co You can hold your own in that type of work where you can sit.
50
Co How do you feel about your physical handicap now, now that you have come through high school and you have a grasp of all this and have learned how you can accept it? How does it help you even now? How do you feel about your handicap?
Cl Well, I know that I am handicapped, but I don't consider myself as a handicap, you know, I think that I am just as good as the other fellow and any thing he can do I can try. I know there are some things that I can't do, but I don't let them bother me and I do the things that I can and those that I can't, well, I just leave them alone — don't bother.
Co As a person what do you feel you have in your favor? What are some of the positive things that you have although you feel you are handicapped?
40
Co But you know, uh, (knocks on wood) you were talking about money. There will be a time and it's not too far in the future, but now you're going to have to worry about money for a while.
Cl Um hum.
Co And you will probably always have to.
30
Co We've got all these things in mind, and we are trying the best way that we think is going to help in different ways. But you're going to have to take advantage of the things that we're offering you. (pause) I hope you will remember this as this definitely will be a learning experience for you.
Cl It is.
Co And like I said, I want to treat you as an adult if you'll let me. Because you are an adult.
Cl I know.
Co You should be acting like one.
20
Co Well, Pam you could sit there all day and say things, but we have to go by your behavior, what you exhibit. About your behavior after class.... This tells us a lot.
Cl Well, I don't uh really believe that I act too much out of the way on things.
Co You haven't. This is the first time anything has happened. And, this is a pretty serious thing.
Cl I know.
Co I'm not saying that this is the first time that anything like this has happened but, uh we're aware of it now.
Cl I know what you mean. I don't care.
Co Huh?
Cl Nothing.
Co (pause) Well, Pam, I want to treat you and to work with you as an adult. But, I can't when things like this happen.
Cl That's not going to happen anymore, all right?
Co Ah, if you do start being that low, (coughs) excuse me. Of course, if it happens if anything like this happens again, I hate to sit here and sound like I'm threatening you. But in a sense it will be that way.
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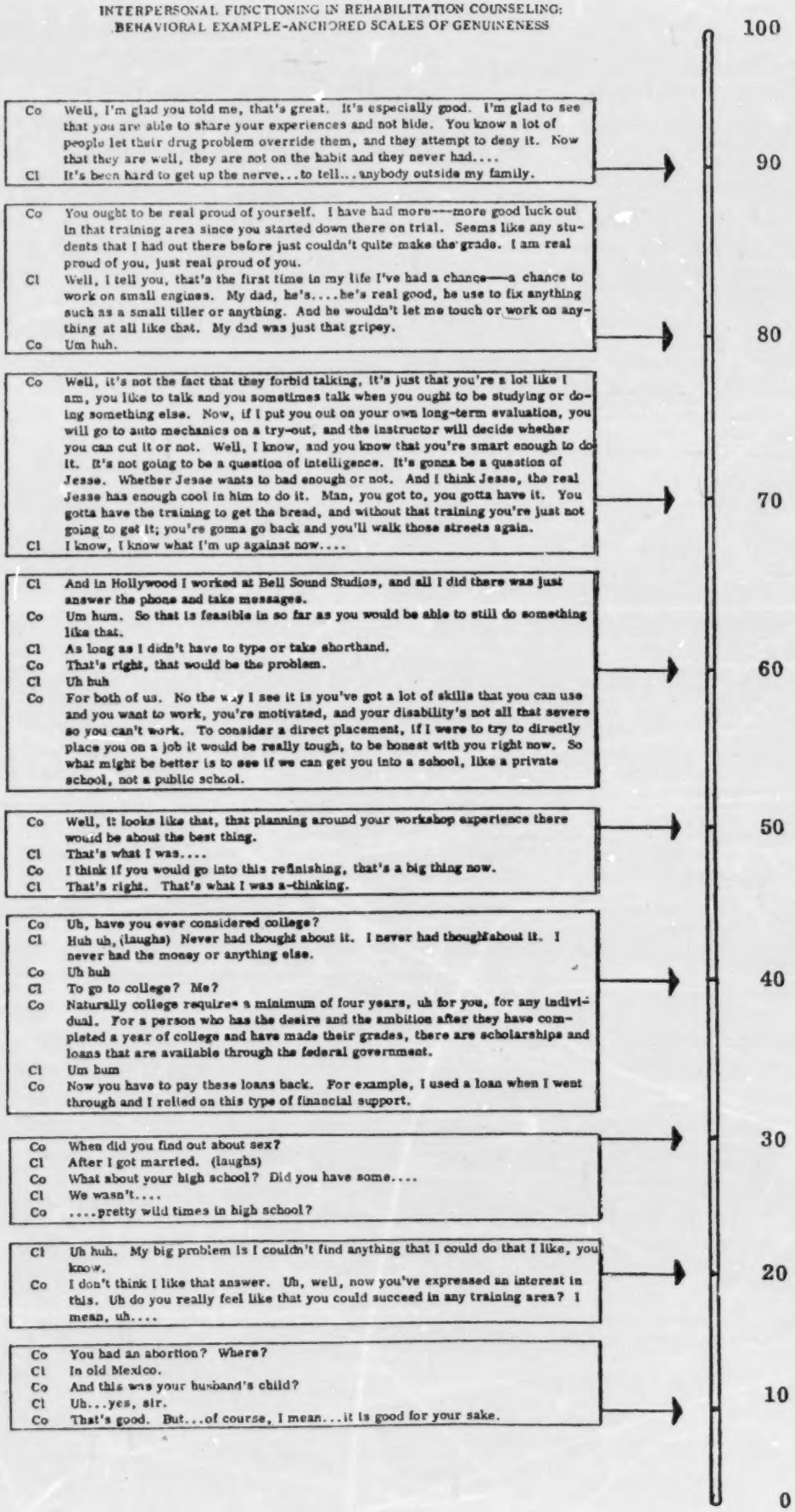
INTERPERSONAL FUNCTIONING IN REHABILITATION COUNSELING:
BEHAVIORAL EXAMPLE-ANCHORED SCALES OF GENUINENESS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Co Well, I'm glad you told me, that's great. It's especially good. I'm glad to see that you are able to share your experiences and not hide. You know a lot of people let their drug problem override them, and they attempt to deny it. Now that they are well, they are not on the habit and they never had....
Cl It's been hard to get up the nerve...to tell...anybody outside my family.
90
Co You ought to be real proud of yourself. I have had more---more good luck out in that training area since you started down there on trial. Seems like any students that I had out there before just couldn't quite make the grade. I am real proud of you, just real proud of you.
Cl Well, I tell you, that's the first time in my life I've had a chance---a chance to work on small engines. My dad, he's....he's real good, he use to fix anything such as a small tiller or anything. And he wouldn't let me touch or work on anything at all like that. My dad was just that gripey.
Co Um huh.
80
Co Well, it's not the fact that they forbid talking, it's just that you're a lot like I am, you like to talk and you sometimes talk when you ought to be studying or doing something else. Now, if I put you out on your own long-term evaluation, you will go to auto mechanics on a try-out, and the instructor will decide whether you can cut it or not. Well, I know, and you know that you're smart enough to do it. It's not going to be a question of intelligence. It's gonna be a question of Jesse. Whether Jesse wants to bad enough or not. And I think Jesse, the real Jesse has enough cool in him to do it. Man, you got to, you gotta have it. You gotta have the training to get the bread, and without that training you're just not going to get it; you're gonna go back and you'll walk those streets again.
Cl I know, I know what I'm up against now....
70
Cl And in Hollywood I worked at Bell Sound Studios, and all I did there was just answer the phone and take messages.
Co Um hum. So that is feasible in so far as you would be able to still do something like that.
Cl As long as I didn't have to type or take shorthand.
Co That's right, that would be the problem.
Cl Uh huh
Co For both of us. No the way I see it is you've got a lot of skills that you can use and you want to work, you're motivated, and your disability's not all that severe so you can't work. To consider a direct placement, if I were to try to directly place you on a job it would be really tough, to be honest with you right now. So what might be better is to see if we can get you into a school, like a private school, not a public school.
60
Co Well, it looks like that, that planning around your workshop experience there would be about the best thing.
Cl That's what I was....
Co I think if you would go into this refinishing, that's a big thing now.
Cl That's right. That's what I was a-thinking.
50
Co Uh, have you ever considered college?
Cl Huh uh, (laughs) Never had thought about it. I never had thought about it. I never had the money or anything else.
Co Uh huh
Cl To go to college? Me?
Co Naturally college requires a minimum of four years, uh for you, for any individual. For a person who has the desire and the ambition after they have completed a year of college and have made their grades, there are scholarships and loans that are available through the federal government.
Cl Um hum
Co Now you have to pay these loans back. For example, I used a loan when I went through and I relied on this type of financial support.
40
Co When did you find out about sex?
Cl After I got married. (laughs)
Co What about your high school? Did you have some....
Cl We wasn't....
Co ....pretty wild times in high school?
30
Cl Uh huh. My big problem is I couldn't find anything that I could do that I like, you know.
Co I don't think I like that answer. Uh, well, now you've expressed an interest in this. Uh do you really feel like that you could succeed in any training area? I mean, uh....
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Co You had an abortion? Where?
Cl In old Mexico.
Co And this was your husband's child?
Cl Uh...yes, sir.
Co That's good. But...of course, I mean...it is good for your sake.
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